

Spanish Course Options in Mexico

Beginning Spanish I

Beginning Spanish II

Spanish for Health Care Professionals

Intermediate Spanish I

Intermediate Spanish II

Business Spanish

Spanish for Ministry

Spanish for Heritage Speakers I and 2

Pre-Columbian, Colonial, and Contemporary Mexican Art

Conversation and Composition

Conversations in Cultural Context

Contemporary Mexican Literature

Contemporary Latin American Women: Texts and Voices

Mexican Civilizations and Cultures

Latin American Literature

(Open only to non-Augsburg students. Augsburg students may not take this class in Mexico)

Advanced Conversation and Composition

Spanish 111

Beginning Spanish I

Prerequisite: None

Course Description

This course is intended for students with little or no Spanish background. The purpose is to help students develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. The instructors use the “Natural Approach” methodology and emphasize oral competency.

Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to formal classes, the experience of living with local host families also provides hours of language practice.

All students will take a written and oral pre-test at Universal during their first week in Cuernavaca. At the end of the semester, they will take an ungraded post-test in order to assess their improvement.

Primary Text and Required Materials

Eduardo Zayas-Bazán, Susan M. Bacon and Holly Nibert. *Arriba! Comunicación y Cultura*, 6th edition. Prentice Hall, 2011. ISBN 9781256580867

Grammatical Structures and Communicative Goals

- Nouns and articles
- Numbers
- Present tense of ser
- Telling time
- Present tense of -ar, -er, -ir verbs
- Forming questions in Spanish
- Present tense of estar
- Descriptive adjectives
- Possesive adjectives
- Present tense of tener y venir
- Present tense of ir
- Stem-changing verbs: e:ie, o:ue
- Stem-changing verbs: e:i
- Verbs with irregular yo forms
- Estar with conditions and emotions
- The present progressive
- Ser and estar
- Direct object nouns and pronouns

Vocabulary

- Greetings and leave takings
- Introducing yourself and others
- Expressions of courtesy
- The classroom and academic life
- Fields of study and academic subjects
- Days of the week
- Class schedules
- The family
- Describing family relationships
- Professions and occupations
- Pastimes
- Sports
- Places in the city
- Travel and vacation
- Months of the year
- Seasons and weather
- Ordinal numbers

Communicative Goals

At the end of the first semester the students will be able to:

- Greet people in Spanish
- Say goodbye
- Identify themselves and others
- Talk about the time of day
- Talk about their classes and school life
- Discuss everyday activities
- Ask questions in Spanish
- Describe the location of people and things

- Talk about their families and friends
- Describe people and things
- Express ownership
- Talk about pastimes, weekend activities, and sports
- Make plans and invitations
- Discuss and plan a vacation
- Talk about the seasons and the weather

In addition, they will show their capacity to understand spoken language by answering questions and participating in brief conversations during an oral interview. Their reading skills will be demonstrated in the use of the learned reading strategies and in their understanding of the gist of authentic texts and of some supporting details.

Course Requirements (100% = 100 points)

1. Active class participation - 15% (15 points): Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all assignments and required readings or listening assignments on time. (See grading criteria listed below.)
2. Homework assignments (“Tareas”) from the text and/or workbook - 30% (30 points): All but one are worth two points each; one worth four points.
3. Four Weekly Tests - 40% (40 points): 10 points per test
4. Final Exam - 15% (15 points)

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities. Because all Universal classes seek to assist the students in becoming conversational in Spanish, class participation is extremely important.
- Students must be punctual. One half of a point will be deducted each time you are more than five minutes late to class. Two points will be deducted per unexcused absence. An excused absence consists of absence due to religious holidays, emergencies, and illness when the student has called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of her or his absence prior to the start of class and later documented with a doctor's note.
- You may miss one class during the entire course for a reason other than illness without being penalized if you clear this absence in advance with your teacher or the director (Irma Salazar) and if the reason for missing class is acceptable. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in! For any UNEXCUSED absences in your Spanish classes, you will be docked two points per absence, regardless of your progress in the course.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

[Return to top](#)

Spanish 112

Beginning Spanish II

Prerequisite: SPA 111 or equivalent (one semester college Spanish) or adequate score on placement exam.

Course Description

This course is intended for students who have taken one semester of college-level Spanish or its equivalent. The purpose is to help students develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. The instructors use the “Natural Approach” methodology and emphasize oral competency. Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice.

All students will take a written and oral pre-test at Universal during their first week in Cuernavaca. At the end of the semester, they will take an ungraded post-test in order to assess their improvement. The pre-test will not serve as a placement exam, rather as an assessment measure and a way for the Spanish instructors to determine students' strengths and weaknesses. That information will then be used to: 1) tailor some of the class sessions to address problem areas; 2) recommend special tutoring for students who are behind others in the class; and 3) divide the group into smaller classes or sub-groups when there are more than six students registered for the same course.

Primary Text and Required Materials

Eduardo Zayas-Bazán, Susan M. Bacon and Holly Nibert. *Arriba! Comunicación y Cultura*, 6th edition. Prentice Hall, 2011.

Grammatical Structures and Communicative Goals

- Saber and conocer
- Indirect object pronouns
- Preterite tense of regular verbs
- Demonstrative adjectives and pronouns
- Reflexive verbs
- Indefinite and negative words
- Preterite of ser and ir
- Verbs like gustar
- Preterite of stem-changing verbs
- Double object pronouns
- Comparisons
- Superlatives
- Irregular preterites
- Verbs that change meaning in the preterite
- ¿Qué? and ¿cuál?
- Pronouns after prepositions
- The imperfect tense
- The preterite and the imperfect
- Constructions with se
- Adverbs

Vocabulary

- Clothing and shopping
- Colors
- Daily routine
- Personal hygiene
- Food
- Food descriptions
- Meals
- Parties and celebrations
- Personal relationships
- Stages of life
- Health and medical terms
- Symptoms and medical conditions
- Health professions

Communicative Goals

By the end of the second semester the students will demonstrate, in oral and/or written form, their ability to:

- Talk about and describe clothing
- Express preferences in a store
- Describe their daily routine
- Talk about personal hygiene
- Order food in a restaurant
- Talk about and describe food
- Express congratulations
- Express gratitude
- Ask for and pay the bill at a restaurant
- Describe how they feel physically
- Talk about health and medical conditions
- Talk about events in the past

In addition, they will show their capacity to understand spoken language by answering questions and participating in brief conversations during an oral interview. Their reading skills will be demonstrated in the use of the learned reading strategies and in their understanding of the gist of authentic texts and of some supporting details.

Course Requirements (100% = 100 points)

1. Active class participation - 15% (15 points): Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all assignments and required readings or listening assignments on time. (See grading criteria listed below.)
2. Homework assignments (“Tareas”) from the text and/or workbook - 30% (30 points): All but one are worth two points each; one worth four points
3. Four Weekly Tests - 40% (40 points): 10 points per test
4. Final Exam - 15% (15 points)

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities. Because all Universal classes seek to assist the students in becoming conversational in Spanish, class participation is extremely important.
- Students must be punctual. One half of a point will be deducted each time you are more than five minutes late to class. Two points will be deducted per unexcused absence. An excused absence consists of absence due to religious holidays, emergencies, and illness when the student has called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of her or his absence prior to the start of class and later documented with a doctor's note.
- You may miss one class during the entire course for a reason other than illness without being penalized if you clear this absence in advance with your teacher or the director (Irma Salazar) and if the reason for missing class is acceptable. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in! For any UNEXCUSED absences in your Spanish classes, you will be docked two points per absence, regardless of your progress in the course.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

[Return to top](#)

Spanish 206

Spanish for Health Care Professionals

Instructor: Ana María Alarcón Salazar, M.D.

Course Location: Cuernavaca, México

Prerequisites: SPA 112 or permission of the instructor.

Course Description

This course, which is taught by a Mexican physician, is a basic-intermediate course created to satisfy the needs and expectations of nursing students, physician's assistants students, pre-med students, public health students, and others health care fields who seek to develop strong speaking and oral comprehension skills with a focus on vocabulary that would be useful in their fields. The main focus will be on developing specialized vocabulary and learning grammar within the context of daily situations relevant to different aspects of health care.

Please note that the primary text (*McGraw-Hill's Spanish for Health Care Providers, 2nd Edition*) includes audio CDs and Continuing Medical Education Tests for CME credit. Moreover, the authors have been teaching medical Spanish for more than twenty years. Their workshops are accredited by the American Medical Association, the American College of Emergency Physicians, the American Association of Family Physicians, and the American Academy of Nurse Practitioners.

Class sessions will include excursions to public and private institutions devoted to health care, including private clinics and hospitals, public hospitals, nursing homes, orphanages, and alternative health clinics. Students will engage in conversations with diverse Mexican health care professionals, including nurses, doctors, public health specialists, midwives, and other health care practitioners. You will learn about issues such as doctor-patient relationships, nutrition, hospitalization, diagnosis, prevention, rehabilitation, alternative medicine, herbal medicine, among others.

You may be able to combine this course with pre-clinical observation or clinical work.

This course will count as an elective toward Languages and Cross-Cultural Studies major and minor at Augsburg College.

Overarching Goal: To develop adequate Spanish language skills in order to communicate and work comfortably in the field of health care

Specific Objectives

- Learn specialized vocabulary
- Practice oral expression and communication in diverse health contexts
- Improve listening and comprehension skills
- Learn about the public and private health care systems in Mexico
- Recognize some of the principle problems that Mexican society faces regarding health care

Primary Text

Rios, Joanna and José Fernández Torres. *McGraw-Hill's Spanish for Health Care Providers, 2nd Edition*. McGraw-Hill, 2010.

Recommended Supplementary Materials

Spanish Medical Conversation

Medical Spanish Pocketcard Set

Course Units

- I. A Doctor's Visit
- II. The Human Body
- III. Common Illnesses
- IV. Serious Illnesses
- V. Emergencies
- VI. Food and Nutrition
- VII. Maternity and Pediatrics
- VIII. Mental Health Issues and Substance Abuse
- IX. Hospital Practices
- X. Pharmacies and Medications

Course Requirements (100%)

- | | | |
|------|-------------|--|
| 15% | (15 points) | Active class participation. Class participation includes punctuality, active engagement in class sessions, and completion of all required readings and assignments on time. (See grading criteria listed below.) |
| 15 % | (15 points) | Three short vocabulary tests. Each test is worth five points. |
| 20 % | (20 points) | Compositions (four, each worth five points) |
| 30 % | (30 points) | Oral Presentations |
| 20 % | (20 points) | Final Exam |

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students, and demonstrating effort at improving Spanish abilities. Because the goal of the course is to develop conversational skills in Spanish, class participation is extremely important.
- Class participation also includes attending and actively participating in all speakers, "lab groups" about cultural issues, and excursions.
- Students must be punctual and participate actively in class, including guest speakers, excursions, lab groups, and homework given by the instructor. Your class grade will be affected by repeated tardiness and by unexcused absences. An **excused** absence consists of absence due to religious holidays, emergencies, and illness when you have called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of your absence prior to the start of class and later documented it with a doctor's note. For any UNEXCUSED absences in your Spanish classes, your grade will be docked regardless of your progress in the course.
- Students are responsible for talking with the instructor about what you missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 211

Intermediate Spanish I

Prerequisite: SPA 112 or equivalent (one year college Spanish or equivalent) or adequate score on placement exam

Course Description

This course is intended for students who have a basic understanding of the Spanish language. The purpose of this course is to help students review and master all of the basic structures of Spanish and build their conversational skills through discussion of selected texts that stimulate intellectual growth and promote cultural understanding. Instructors use the “Natural Approach” methodology and emphasize oral communication. Students will be expected to review the grammar at home and use it in class. Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice.

All students will take a written and oral pre-test at Universal during their first week in Cuernavaca. At the end of the semester, they will take an ungraded post-test in order to assess their improvement. The pre-test will not serve as a placement exam, rather as an assessment measure and a way for the Spanish instructors to determine students' strengths and weaknesses. That information will then be used to: 1) tailor some of the class sessions to address problem areas; 2) recommend special tutoring for students who are behind others in the class; and 3) divide the group into smaller classes or sub-groups when there are more than six students registered for the same course.

Primary Texts and Required Materials

Blanco, José A., Colbert María. *Imagina: Espanol Sin Barreras*, 3rd Edition.

Learning Objectives

Students will:

1. Build upon previous Spanish knowledge through reading, writing, speaking, and listening
2. Strengthen their conversational ability.
3. Improve their understanding of written Spanish.
4. Express themselves in written Spanish.
5. Master the following basic Spanish grammar structures:
 - Subject pronouns
 - Present indicative tense and irregular verbs (review)
 - Present indicative tense
 - The personal a
 - Nouns and articles
 - Definite and indefinite articles
 - Reflexives
 - Preterite: regular and irregular verbs
 - Imperfect tense
 - Use of preterite versus imperfect
 - Hacer + time expressions
 - Agreement of adjectives
 - Adjectives used as nouns
 - Position of adjectives
 - Use of ser versus estar
 - Ser and estar with adjectives
 - Demonstrative adjectives and pronouns
 - Possessives
 - Future tense
 - Conditional tense
 - Comparisons of equality
 - Comparisons of inequality
 - Irregular comparative forms; the superlative
 - Present subjunctive
 - Use of subjunctive with impersonal expressions
 - Use of subjunctive with verbs indicating doubt; emotion; will, preference, or necessity; approval, disapproval, or advice
 - Use of the subjunctive versus the indicative

- “If” clause
- Direct object pronouns
- Indirect object pronouns
- Prepositional object pronouns
- Two object pronouns; position of object pronouns
- Commands with object pronouns

Course Requirements (100% = 100 points)

1. Active class participation - 15% (15 points): Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all assignments and required readings or listening assignments on time. (See grading criteria listed below.)
2. Homework assignments (“Tareas”) - 10% (10 points): Each is worth two points.
3. Four Weekly Tests - 40% (40 points): Each test is worth 10 points.
4. Four Compositions - 20% (20 points): Students will write four one-page compositions; each is worth five points.
5. Final Written Exam - 15% (15 points)

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities. Because all Universal classes seek to assist the students in becoming conversational in Spanish, class participation is extremely important.
- Students must be punctual. One-half of a point will be deducted each time you are more than five minutes late to class. Two points will be deducted per unexcused absence. An excused absence consists of absence due to religious holidays, emergencies, and illness when the student has called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of her or his absence prior to the start of class and later documented with a doctor's note.
- You may miss one class during the entire course for a reason other than illness without being penalized if you clear this absence in advance with your teacher or the director (Irma Salazar) and if the reason for missing class is acceptable. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in! For any UNEXCUSED absences in your Spanish classes, you will be docked two points per absence, regardless of your progress in the course.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Grammar
- Vocabulary
- Spelling
- Punctuation

[Return to top](#)

Spanish 212

Intermediate Spanish II

Prerequisite: SPA 211 or equivalent (one year college Spanish or equivalent) or adequate score on placement exam

Course Description

This course is intended for students who have completed one and a half years of college-level Spanish and already demonstrate a basic understanding of the Spanish language. The purpose of this course is to help students review and master all of the basic structures of Spanish and build their conversational skills through discussion of selected texts that stimulate intellectual growth and promote cultural understanding. Instructors use the “Natural Approach” methodology and emphasize oral communication. Students will be expected to review the grammar at home and use it in class. Throughout the course students will learn about various aspects of life and culture in the Spanish-speaking world. In addition to the formal classes, the experience of living with local host families also provides hours of language practice, and therefore topics related to the home stay will be addressed in class.

All students will take a written and oral pre-test at Universal during their first week in Cuernavaca. At the end of the semester, they will take an ungraded post-test in order to assess their improvement. The pre-test will not serve as a placement exam, rather as an assessment measure and a way for the Spanish instructors to determine students’ strengths and weaknesses. That information will then be used to: 1) tailor some of the class sessions to address problem areas; 2) recommend special tutoring for students who are behind others in the class; and 3) divide the group into smaller classes or sub-groups when there are more than six students registered for the same course.

Primary Texts and Required Materials

Blanco, José A., Colbert María. *Imagina: Espanol Sin Barreras*, 3rd Edition.

Learning Objectives

Students will:

1. Build upon previous Spanish knowledge through reading, writing, speaking, and listening.
2. Strengthen their conversational ability.
3. Improve their understanding of written Spanish.
4. Express themselves in written Spanish.
5. Master the following basic Spanish grammar structures:
 - Direct object pronouns
 - Indirect object pronouns
 - Prepositional object pronouns
 - Two object pronouns; position of object pronouns
 - Commands with object pronouns
 - Gustar, faltar, and similar verbs
 - Affirmatives and negatives
 - Use of the subjunctive in descriptions of the unknown or indefinite
 - Use of the subjunctive with certain adverbial conjunctions
 - The reflexive with command
 - The reciprocal reflexive
 - The impersonal se; the se for passive
 - The imperfect subjunctive
 - “If” clauses
 - Adverbs
 - The Infinitive
 - The verb acabar
 - Past participles as adjectives
 - The perfect indicative tenses
 - The present perfect and past perfect subjunctive
 - The verb haber; expressing obligation
 - The passive voice

- Sequence of tenses with the subjunctive
- Conjunction
- Por versus para
- Diminutives
- The present participle and the progressive forms
- Relative pronouns; the neuter lo, lo que

Course Requirements (100% = 100 points)

1. Active class participation - 15% (15 points): Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all assignments and required readings or listening assignments on time. (See grading criteria listed below.)
2. Homework assignments (“Tareas”) - 10% (10 points): Each is worth two points.
3. Four Weekly Tests - 40% (40 points): Each test is worth 10 points
4. Four Compositions - 20% (20 points): Students will write four one-page compositions; each is worth five points
5. Final Written Exam - 15% (15 points)

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities. Because all Universal classes seek to assist the students in becoming conversational in Spanish, class participation is extremely important.
- Students must be punctual. One-half of a point will be deducted each time you are more than five minutes late to class. Two points will be deducted per unexcused absence. An excused absence consists of absence due to religious holidays, emergencies, and illness when the student has called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of her or his absence prior to the start of class and later documented with a doctor's note.
- You may miss one class during the entire course for a reason other than illness without being penalized if you clear this absence in advance with your teacher or the director (Irma Salazar) and if the reason for missing class is acceptable. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in! For any UNEXCUSED absences in your Spanish classes, you will be docked two points per absence, regardless of your progress in the course.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Grammar
- Vocabulary
- Spelling
- Punctuation

[Return to top](#)

Spanish 220

Business Spanish

Instructor: Irma Salazar, Masters of Business Administration (M.B.A.), Licenciatura in Educational Sciences, and Certificate in teaching Spanish as a second from the Universidad Autónoma del Estado de Morelos (UAEM)

Prerequisite: Completion of Spanish 211 (Intermediate I) or the equivalent.

Course Description

The primary purpose of this course is to enable intermediate and advanced Spanish language students develop proficiency in the vocabulary, grammar, and cultural competencies necessary to successfully conduct business in Spanish-speaking countries. The course structure will follow the structure provided by the book *Negocios sin fronteras: Intermediate Spanish for Business*, which will serve as the primary written text. You will develop an understanding of business and culture in Mexico, as well as in several other Spanish-speaking countries. While learning about similarities and differences in conducting business in Spanish-speaking countries, you will develop the following five language skills: listening, speaking, reading, writing, and cultural sensitivity.

Throughout the course, you will explore a wide variety of business topics such as advertising, business culture, environmental issues, ethics, human resource management and personnel issues, information technology, law, tourism, and travel. Particular emphasis will be placed on topics related to doing business in Mexico, such as exchange rates; tariffs and trade barriers, the impact of NAFTA on small, medium, and large businesses; and Mexican idiosyncrasies in marketing.

Since the course will be taught in Mexico, we have rich opportunities to enhance learning from text books and films by talking with Mexican businesspeople and visiting local businesses. You will also be encouraged to read Mexican newspaper articles and analyze them with regards to themes discussed in this course. Many of the assignments will be practical in nature and will include writing business letters, employment offers, and curriculum vitae in Spanish. Through these experiential, real-world activities, you will develop knowledge of business Spanish that surpasses what you would learn just through the traditional classroom or internet-based learning.

*This course counts toward the major or minor in Spanish at Augsburg College.

Required Texts and Other Recommended Materials

Text: Manny, Karoline, Julie Abella, María, J. Fraser-Molina. *Negocios sin fronteras: Intermediate Spanish for Business*. Prentice Hall College Division, 2002.

Workbook: Manny, Karoline, Julie Abella, María, J. Fraser-Molina. *Negocios sin fronteras: Intermediate Spanish for Business Workbook*. Prentice Hall College Division, 2002.

Dictionary: Sofer, Morry. *Spanish Business Dictionary: Multicultural Business Spanish, 2nd revised edition*. Schreiber Publishing, Inc., 2005.

[Return to top](#)

Spanish 224

Spanish for Ministry with Latin Americans and Latin@s

Prerequisite: Completion of Spanish 211 or its equivalent or the instructor's permission.

Please note: This course counts as an elective for the major or minor in Languages and Cross-Cultural Studies at Augsburg College.

Course Description

Are you interested in working in a Spanish-speaking ministry? If so, this course is for you. The primary purpose of this course is to enable beginning and intermediate Spanish language students to develop proficiency in the vocabulary, grammar, and cultural competencies necessary to successfully engage in youth ministries and/or pastoral ministries with Spanish-speaking people from Latin American countries.

This course will use one of the most popular Latin American translations of the Bible as one of the primary texts, along with practical Bible study and youth group resources from both Catholic and Protestant churches in Latin America. By studying materials used in different types of ministry within Latin America today you will learn about diverse perspectives and approaches to ministry, with special emphasis on youth ministry with Latin Americans and Latinos and Latinas.

As part of the course, you will be expected to attend at least two different worship services and at least one Bible study. You will then discuss the experiences in class and reflect upon them in assignments.

Overall Goals

1. Learn basic vocabulary related to the Bible and Bible study, worship services (both Catholic and Protestant), and pastoral and youth ministry
2. Practice oral expression and communication in worship services, Bible studies, base Christian communities, and youth groups
3. Improve listening and comprehension skills in worship services, Bible studies, base Christian communities, and youth groups
4. Learn about the diversity of cultural practices of ministry in Mexico and other Latin American countries

Primary Texts

1. *La Biblia Latinoamericana*. Editorial Verbo Divino. *You will read Genesis, Exodus, and other Biblical texts as relevant to course topics and themes in the other required readings.*
2. Mena Oreamuno, Francisco. *Introducción a la Biblia*. Editado por el Seminario Bíblico Latinoamericano, San José, Costa Rica, 1992. *You will read chapters 1-3.*
3. *Mujer Nueva, Hombre Nuevo; Antropología Teológica*. Editorial UCA Editores, Universidad Centroamericana "José Simeón Cañas," San Salvador, El Salvador, 2004.

These texts will be supplemented by a packet designed specifically to teach appropriate grammar and vocabulary for this course.

Specific Learning Objectives

You will:

1. Build upon your previous Spanish knowledge through reading, writing, speaking, and listening.
2. Correctly use the following basic Spanish grammar structures:
 - The present tense
 - The preterite tense
 - The imperfect tense
 - The future tense
 - The subjunctive tense, particularly as it relates to beliefs
 - The conditional
 - Commands
 - Ser versus estar
 - Saber versus conocer
3. Build your vocabulary around the following themes:
 - The names of all of the books of the Bible (in both Protestant and Catholic Bibles)
 - The names of important personalities in the Bible, such as Abraham, Sarah, Moses, etc.
 - The names of the sacraments (for both Protestants and Catholics)
 - Prayers such as the Lord's Prayer and other prayers used in worship and Bible Study
 - Creeds, such as the Apostles' Creed and the Nicene Creed
 - Liturgies used in diverse churches
 - Common hymns and other songs used in worship
 - Theological language, such as creation, revelation, sin, salvation, crucifixion, resurrection, atonement, justification by faith, the reign of God, etc.
4. Demonstrate their knowledge about the following topics:
 - Latin American liberation theology's approach to Biblical interpretation
 - Gender roles in the Bible and Latin American cultures
 - Similarities and differences between Evangelical, Protestant, and Catholic churches in Mexico
 - Similarities and differences between worship services attended in Mexico and services that you have attended in the United States
 - The diversity of cultural practices of ministry in Mexico and other Latin American countries

Course Requirements (100%)

1. Active class participation (20%): class participation includes punctuality, active engagement in class sessions and excursions, and completion of all required readings and other assignments on time. (See grading criteria listed below.)
2. Four vocabulary tests, each worth 5% of the grade (20%):
 - Test 1: The names of the books of the Bible and important people in the Bible
 - Test 2: Language from the Lord's Prayer and the creeds
 - Test 3: Language used in liturgies and hymns
 - Test 4: Main terms used in required readings
3. Four grammar tests, each worth 5% of the grade (20%):
 - Test 1: The present tense, the preterit tense, and *ser* versus *estar*
 - Test 2: The imperfect tense, the future tense, and *saber* versus *conocer*
 - Test 3: The conditional and commands
 - Test 4: The subjunctive, particularly as it relates to beliefs

4. Two oral presentations, each worth 10% of the grade (20%): Each oral presentation should describe a specific worship service that you attended, the people who were there, the music, the role of the pastor/priest and lay people, and the key messages of the sermon and hymns. You should also briefly discuss the ways in which this service was similar and/or different from services you have attended at home. Each presentation should be about a different type of service – for example, one Catholic one and one Protestant or Evangelical one. (See grading criteria for oral presentations listed below.)
5. Two short compositions, each worth 10% of the grade (20%):
 - Composition #1: Discuss the main points of chapters 1-3 of *Introducción a la Biblia* by Mena Oreamuno, Francisco, as well as your own reactions to the author's perspectives.
 - Composition #2: Analyze and discuss your own response to the study guide *Mujer Nueva, Hombre Nuevo; Antropología Teológica*. Editorial UCA Editores, Universidad Centroamericana "José Simeón Cañas," San Salvador, El Salvador, 2004.

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students, and demonstrating effort at improving Spanish abilities. Because the goal of the course is to develop conversational skills in Spanish, class participation is extremely important.
- You must be punctual. Your class participation grade will be affected each time you are more than 5 minutes late to class and/or miss class without an excused absence. An excused absence consists of absence due to religious holidays, emergencies, and illness when the student has called the Universal Spanish director Sergio Dorado (318-2904) and asked him to advise the instructor of her or his absence prior to the start of class and later documented with a doctor's note. Examples of an acceptable absence include the following: a visit from friends or family, an especially heavy workload in other courses at that moment or extenuating emotional circumstances. You may NOT miss class simply because your alarm clock didn't go off and you slept in!
- You are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 225 and 325

Spanish for Heritage Speakers I and II

Please note: The course registration number (225 or 325) depends upon the students' Spanish level. Those with lower levels of Spanish should register for 225 while those with very advanced levels should register for 325.

Prerequisites: none. See note above about course registration.

Course Description

This is a course designed specifically to satisfy the needs and expectations of students who speak Spanish as your native language but are unfamiliar with how it works structurally. This course is for you if you grew up hearing Spanish and can communicate your ideas but are lacking a basic knowledge of Spanish grammar and thus feel insecure about writing and/or speaking it. The purpose of the course is to help you gain fluency in your native language and to develop more confidence through study and deep analysis of the language. By the end of the course, you will have mastered areas that you were not sure of before and be able to correct your own errors.

The class will be tailored to your needs, and therefore the course content will depend largely upon your strengths and weaknesses in the language. The course will be designed in such a way to make learning fun and entertaining by drawing upon your interests and upon resources in Cuernavaca.

Primary Texts

Valdés, Guadalupe and Richard V. Teschner. *Español Escrito: Curso para hispanohablantes bilingües, Quinta Edición*. Upper Saddle River, NJ: Prentice Hall.

Please note: You will purchase the same books regardless of whether you register for spa 225 or 325, as lower level students will use the 1st half of the books and upper level students will use the second half.

Course Goals

- Deepen your understanding of Spanish grammar and learn to use it correctly
- Correct orthographic errors or spelling mistakes
- Improve your writing skills
- Increase your vocabulary
- Learn about historical and socio-cultural issues in Mexico
- Specific learning objectives will depend on your strengths and weaknesses.

Course Requirements (100% = 100 points)

1. Active class participation (20%). Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all required readings and homework assignments on time.
2. Three short tests (15%). Each test is worth 5% of the final grade.
3. Three oral presentations (15%). Each is worth 5% of the final grade.
4. Three Compositions (15%) Each is worth 5% of the final grade.
5. Short Assignments (15%)
6. Final Exam (20%)

Grading Criteria for Class Participation

- Full participation involves coming to class prepared and on time, speaking only Spanish in class, completing assignments on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students, and demonstrating effort at improving Spanish abilities. Class participation is extremely important.
- If you are sick and have to miss class, you are responsible for calling the instructor BEFORE class to let her know. You are also responsible for talking with her about what you missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish/Art 231

Pre-Columbian, Colonial, and Contemporary Mexican Art

Instructor: Carlos Rodríguez

Prerequisite: SPA 212 or permission of the instructor

Primary Texts: The instructor will compile a reading packet that students will be given after arrival in Mexico.

Cross Listing

This course is cross-listed as both an Art (ART) and Spanish (SPA) course. You must choose to register for **either** ART **or** SPA credit. Taken for SPA credit, the course will be taught in Spanish.

Major/minor requirements: Augsburg students taking SPA 231 may count it an elective towards their Spanish major or minor.

Augsburg General Education Requirements: This course fulfills a Fine Arts Liberal Arts Foundation (LAF) requirement at Augsburg College.

Fine Arts LAF Statement

All peoples everywhere, have an abiding need for meaning - to connect time and space, experience and event, body and spirit, intellect and emotion. People create art to describe, define and deepen human experience. Because the arts are one of humanity's deepest rivers of continuity, the study of the Fine Arts is fundamental in a liberal arts education. As a liberal arts foundation course in the Fine Arts, this course will examine the arts as creative expression of the human imagination through activities such as creation, historical study and critical analysis.

The Fine Arts are traditionally defined in include dance, music, theatre and visual arts. Augsburg's Fine Arts departments are Art, Music, and Theatre. There is also an emerging Film Studies program. These four disciplines engage very different realms of knowledge, sets of skills, techniques and modes of discourse, but all share a common goal of rigorous inquiry into the ways artistic expression can record, discover and creatively express the truths of human experience.

Course Description

This course enables students to develop an understanding and appreciation of Mexican art from its origins to the contemporary period. The study of Pre-Columbian civilizations is a key element of the course, as it enables students to understand the development of diverse cultures and their abilities to transform their environment. Through the study of neo-indigenous colonial art, students will be able to observe the ways in which the indigenous assimilated Spanish colonial art influences in their own particular and unique forms.

During the colonial period, the Spanish influence was dominant and imposed over native art forms. Many artists arrived from Spain to the New World and created workshops and taught the native inhabitants the models and styles of the Iberian Peninsula, including gothic, renaissance, baroque, neoclassic styles.

During the contemporary period of Mexican art, students will study the great Mexican muralists, such as Diego Rivera, David Alfaro Siqueiros, and Jose Clemente Orozco, as well as other artists, such as Frida Kahlo. They will analyze the influences of earlier periods on the contemporary artists and identify key characteristics of Mexican art.

The course comprises a visual and historical tour of three periods of Mexican art:

1. The Prehispanic period: the preclassic, classic and postclassic periods in Mesoamerica (Olmecas, Teotihuacan, Toltecas, Zapotecas, Mayas, Aztecs and Tarascos)
2. The Baroque-colonial period
3. The Contemporary period, with special emphasis on the muralists.

The course will use experiential pedagogy, so it will include excursions to many museum as well as archaeological and historical sites. Field trips will most likely include:

- Xochicalco pyramids
- Teotihuacan pyramids
- Templo Mayor in Mexico City
- National Anthropology Museum in Mexico City
- An excursion to baroque churches and museums in and around Puebla
- The Ex-Hacienda de Cortez
- The National Art Museum in Mexico City
- The Fine Arts Palace in Mexico City
- Murals by Diego Rivera, David Alfaro Siqueiros, and Jose Clemente Orozco

The course will try to answer the following questions:

- What do we call art?
- How can you recognize the different periods of prehispanic art?
- Where and when did these prehispanic cultures flourish?
- What are the key characteristics/traits of the Mexican Baroque period?
- Who are the most representative artists, and what are the most representative works of art from the Mexican Baroque period?
- What was the historical context in which each work of art you see took place in terms of architecture and painting?
- What are the key characteristics/traits of the Mexican muralist movement?

Course Goals

The student will:

1. Identify different Mexican artistic expressions from the prehispanic period through the 20th century.
2. Appreciate the aesthetic value and their historical legacy of art from each period of Mexican history.
3. Recognize the different periods of Mexican art and the existing relationships between the historical-political contexts, as well as the different artistic styles and trends of each time period.

Learning Outcomes

Throughout this course, students will:

- Engage in the creative and imaginative process to interpret Mexican works of art.
- View specific works of Mexican art from multiple places and times.
- Identify or recognize the breadth and diversity of work in the Fine Arts across time, space, and culture.
- Show developing competencies to question, probe and inquire about human expression in their own and other cultures.
- Engage through writing and discussion in critical analysis of the contrasting paradigms of human expression.
- Analyze common characteristics of artistic expression evident across time and among cultural/ethnic groups for formulate analyses, evaluations, and interpretations of meaning.

- Critically analyze Mexican works of art and articulate different theories of aesthetics. Show developing competency in such areas as the ability to:
 - Distinguish between form and content in specific works of art
 - Articulate the interaction between form and content to arrive at interpretation
 - Draw appropriate conclusions about different theories of aesthetic judgment as distinguished from personal, subjective taste.
- Recognize the fine arts as expressions of the human condition and reflections of values and cultures
- Demonstrate developing competencies in dealing with issues of difference.

Course Requirements (100% = 100 points)

15%	(15 points)	Active class participation. Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all required readings and workbook assignments on time. (See grading criteria listed below.)
20%	(20 points)	Oral presentations
15%	(15 points)	Essays
15%	(15 points)	Three short tests. (Each test about a historical period worth 5 points).
10%	(10 points)	Short Assignments.
25%	(25 points)	Final Project

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities. Because all Universal classes seek to assist the students in becoming conversational in Spanish, class participation is extremely important.
- Your class grade will be affected by repeated tardiness and by unexcused absences. An **excused** absence consists of absence due to religious holidays, emergencies, and illness when you have called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of your absence prior to the start of class and later documented it with a doctor's note.
- Class participation also includes attending and actively participating in all speakers, "lab groups" about cultural issues, and excursions.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Essays

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down) if they are not accompanied by an outline.

[Return to top](#)

SPA 311

Conversation and Composition

Prerequisite: Completion of Spanish 212 or its equivalent, or placement exam

Course Description

This class is designed to meet the individual needs of advanced Spanish students who have completed two or more years of college level Spanish. The goal is for students to enrich their vocabulary and improve fluency and facility through oral and written practice in correct expression. Basic grammar structures will be reviewed and more complicated structures introduced and practiced so that students may improve their overall fluency in the language. Emphasis will be placed on learning to express abstract ideas while correctly using complex grammatical structures.

Students will be expected to read the local newspapers and watch local news in order to become informed of key issues in Mexico and the rest of Latin America. In class, they will also watch films that address contemporary issues that they will then discuss. The experience of living with host families provides many additional hours of practice for students.

Students will take the placement before the course begins in order to determine specific areas of grammar that require attention. At the end of the semester, they will take the same exam again in order to assess their improvement. However, the exam will not be graded.

*This course counts toward the major or minor in Spanish at Augsburg College and is a prerequisite for all upper division courses except for SPA 316: Conversation in Cultural Context.

Required Text and Other Materials

Cándido Ayllón, Paul C. Smith and Antonio Morillo. Spanish Composition through Literature, 6th edition.

Prentice Hall, 2010. ISBN 0205696759. Spanish/English dictionary*

* = Highly recommended but not required

Minimum Learning Objectives

1. Write short essays including at least one in which you use sources.
2. You will review grammar as necessary.

By the end of the course, you will be expected to:

1. Improve your written and oral expression of Spanish.
2. Master the use of complex grammatical structures.
3. Express abstract ideas effectively in Spanish.
4. Expand your vocabulary, particularly with regard to contemporary events and issues in Latin America.

Course Requirements (100% = 100 points)

- | | | |
|-----|-------------|---|
| 10% | (10 points) | Active, punctual participation in class, including required speakers, lab groups, and excursions, and homework. (See details below.) |
| 30% | (30 points) | Three Tests: There will be four quizzes about the grammar that was reviewed in class and about each of the different styles of written and oral expression being studied. |

- 40% (40 points) Four Compositions: Students will write four short compositions, each of which will involve a different style of written expression and will be graded on the criteria listed later in this syllabus. Students will write and submit two drafts/revisions before completing the final version of each composition. The first draft will be submitted for peer review and discussion in class and the second will be submitted to the instructor. The drafts will not be graded. However, final versions of the composition will NOT be accepted without at least two drafts that demonstrate the student's progress. Each final composition should be 1½- 2 typed pages in length and is worth 10 points.
- Composition #1: Description
 - Composition #2: Narration
 - Composition #3: Argumentation
 - Composition #4: Exposition
- 20% (20 points) Four Oral Presentations. Students will give four 5-10 minute presentations, each of which worth five points and will involve a different style of oral expression and will be graded on the criteria listed later in this syllabus. Topics will be determined by the instructor. Students may not read a written presentation. They should, however, use a written outline, which will be given to the instructor at the end of the presentation.
- Presentation #1: Description
 - Presentation #2: Narration
 - Presentation #3: Argumentation
 - Presentation #4: Exposition

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.
- Class participation also includes attending and actively participating in all speakers, "lab groups" about cultural issues, and excursions.
- If you have to miss a class for any reason (including illness), you must call the Spanish director Irma Salazar before class at 318-2910. Each unexcused absence will affect your class participation grade. Excused absences include religious holidays and illnesses documented by a doctor's note.

Grading Criteria for Compositions:

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- At least two Drafts: Demonstration of clear improvement from first two drafts

Final versions of compositions will NOT be accepted without at least two drafts demonstrating revisions.

Grading Criteria for Oral Presentations:

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Note to Augsburg students: You must prepare a portfolio of all your work from this course and present it to your advisor upon return to Augsburg. The portfolio should include:

1. Oral Presentations (At least four)
 - a. An outline of each of your oral presentations
 - b. A written evaluation of each oral presentation by the course instructor (with the grade)
2. Compositions (At least four)
 - a. Final compositions, accompanied by two drafts/rewrites per composition
 - b. An evaluation of each final composition by the course instructor (with the grade)
3. Any other documents that demonstrate your achievement of the course objectives

[Return to top](#)

Spanish 316

Conversations in Cultural Context

Prerequisite: SPA 212 or equivalent, or score at minimum of 311 level on computerized placement exam.

***This course counts toward the major or minor in Spanish at Augsburg College.**

Course Description

This class is designed to meet the needs of intermediate to advanced Spanish students who have already completed at least two years of college level Spanish. The goal of the course is for students to improve their oral fluency through discussion, debates, and oral reports through discussion of contemporary issues in Latin America. One of the special features of this course is the use of both classic and contemporary Mexican and other films to stimulate discussion of Latin American history, culture, and contemporary issues. Students may also participate in field trips to local theatre performances.

In addition to reading chapters of *Perspectivas (Octava Edición)*, students will read articles from local newspapers, magazines, and journals in order to expand their vocabulary and deepen their understanding of political, economic, and social issues in the host country and throughout Latin America. During class they will discuss and debate the issues that they read about.

Students will engage in many listening exercises on the audio CD that accompanies their text book *Perspectivas, Octava Edición*. They will also be expected to engage in conversations and conduct informal interviews with members of their Mexican host families and record new vocabulary.

In preparation for each of their six formal oral presentations, the course instructor will teach students about different speech forms, drawing upon examples from the films and listening exercises mentioned above. She or he will then give explicit instructions about the type of speech that must be given for that particular assignment. The sixth and final oral presentation will involve independent research on any topic of interest in contemporary Latin American society and will be accompanied by a bibliography and list of citations. Students will be expected to use local libraries in order to complete that assignment.

The course will be broken down into the following six units covered by *Perspectivas, Octava Edición*:

- Unit I: Nature and the Environment
- Unit II: Social Change
- Unit III: Men and Women
- Unit IV: Ethical Issues
- Unit V: Art and Culture
- Unit VI: Spanish-Speaking Peoples in the United States and Canada

Required Text and Other Materials

Kiddle, Mary Ellen Wegmann, Brenda and Chreffler, Sandra. *Perspectivas, Octava Edición*. Heinle, 2009. ISBN 0030339588.

**Libro de sinónimos y antónimos para estudiantes*. Barrons. ISBN 0764114476

Spanish/English dictionary

* = Highly recommended but not required

Latin American films viewed may include:

“Arráncame la vida”

“La ley de Heródes”

“Amar te duele”

“La historia oficial”

“El crimen de Padre Amaro”

“Como agua para chocolate”

Learning Objectives

By the end of the semester you will:

1. Increase your proficiency in speaking and understanding Spanish.
2. Expand your vocabulary.
3. Deepen your understanding of political, economic, and social issues in Mexico and the rest of Latin America.
4. Work toward overall fluency in the Spanish language.
5. Review and master the following grammatical structures:
 - The present subjunctive
 - The past subjunctive
 - The contrasting of indicative
 - The infinitive and subjunctive modes
 - The use of exclamatory expressions such as *ojalá*, *como si*
 - The use of the conditional
 - Relative pronouns
 - Expressions of time
 - Expressions of doubt and condition
 - Indefinite pronouns and adjectives
 - Various idiomatic expressions

Course Requirements (100%)

- 15% Active class participation. Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all assignments and required readings or listening assignments on time. (See grading criteria listed below.)
- 25% Five Quizzes on vocabulary: five points per quiz.
- 40% *Four Oral Presentations: 10 points per presentation. Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.* Students may not read a written presentation. Instead, they should use a written outline, which they must give to the instructor at the end of the presentation.
- 20% Independent Research Project/Final Oral Presentation. Students may choose any topic of interest in contemporary Latin American society and then conduct research at a local library and/or use what they have learned from guest speakers and excursions in Mexico and present their findings in their final oral presentation, accompanied by a bibliography and list of citations.

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.
- Class participation also includes attending and actively participating in all speakers, “lab groups” about cultural issues, and excursions.

- Your class grade will be affected by repeated tardiness and by unexcused absences. An **excused** absence consists of absence due to religious holidays, emergencies, and illness when you have called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of your absence prior to the start of class and later documented it with a doctor's note. UNEXCUSED absences will affect your grade, regardless of your progress in the course.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (descriptive, narrative, argumentative, or expository, etc.)
- Oral Expression: Pronunciation, articulation, volume, and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Augsburg College students must obtain a grade of at least 2.0 to fulfil the foreign language requirement.

[Return to top](#)

Spanish 334

Contemporary Mexican Literature

Prerequisite: SPA 311 (Conversation and Composition) or the equivalent.

Course Description

In this course, you will critically read and discuss short stories by the most important contemporary Mexican authors, focusing particularly on the second half of the 20th and the first few years of the 21st century. Through readings, lectures, and class discussions you will develop knowledge regarding the distinctive traits of Mexican literature, significant authors, and important trends and developments in the contemporary period. You will become familiar with the different aesthetic and ideological movements that characterize contemporary Mexican literature as you learn about the historical, cultural, and literary contexts of this period and engage in textual analysis of each work you read. The course will be taught in Spanish and all class conversations will be conducted in Spanish.

Please note: This course fulfills one of the **literature** requirements for the major and minor in Languages and Cross-Cultural Studies at Augsburg College.

Contemporary Mexican Authors to be Studied

- Juan José Arreola
- Rosario Castellanos
- Beatriz Escalante
- Carlos Fuentes
- Mónica Lavín
- Elena Poniatowska
- Juan Rulfo
- José Revueltas
- Sergio Pitol
- José Emilio Pacheco

Overarching Course Goals

Through this course, we hope you will:

- Understand and appreciate contemporary Mexican literature.
- Deepen your understanding of the complexities of Mexican culture.
- Improve your Spanish vocabulary and writing and speaking skills.
- Increase your cognitive abilities to actively analyze the literary and historical context of literature
- Find pleasure in reading.

Specific Learning Objectives

By the end of this course, we hope you will be able to:

- Identify key characteristics of and trends in contemporary Mexican literature, as well as the distinctive and peculiar traits of Mexican literature.
- Articulate a clear understanding of the historical, cultural, and literary contexts that influenced contemporary Mexican literature and the ways in which these contexts influenced literary production.
- Discuss the different aesthetic and ideological movements that characterize contemporary Mexican literature.

- Analyze representative works of the most important Mexican authors of the late twentieth and early 21st century.
- Use a practical vocabulary of more than 2,000 words or expressions that enhance your reading, writing, and speaking skills

Primary Texts

Alatríste, Sealtiel, ed. *Cuentos mexicanos: antología*. Mexico City: Santinllana Ediciones Generales, 2008. ISBN: 978-968-19-0302-2.

Escalante, Beatriz and José Luís Morales. *Atrapados en la escuela: cuentos mexicanos contemporáneos*. Mexico City: Selector, 2006. ISBN: 978-968-403-840-0.

Hernández Sandoval, Adriana. *Caleidoscopio crítico de literatura mexicana contemporánea*, 2006.

Course Design and Methodology

The course will include lectures on literary theory and diverse methods in literary analysis, as well as lectures about the historical, social, and literary contexts that influenced movements within contemporary Mexican literature. It will also include guest lectures or conversations with lesser known contemporary Mexican authors. Most of the class time, however, will be dedicated to class discussion in which you will engage in analysis of and debate about the works you read for class. You will also be asked to select two stories and then give a 10-15 minute oral presentation with visual aids in which you present your analysis of each of the stories. You will conclude your presentation with questions designed to stimulate discussion.

Course themes will be divided into the following units:

- II. Introduction to the Analysis of Contemporary Mexican Literature: Historical, Social, and Literary Background
- III. Mexican Literature in the Second Half of the 20th Century
- IV. The Impact of 1968 on Contemporary Mexican Literature
- V. The 1990s to the Present

Course Requirements (100% = 100 points)

- 20% *Active, punctual* participation in class, including required speakers, lab groups, and excursions, and homework. (See details below.)
- 25 % Reading Quizzes: You will complete comprehension questions for specific reading selections and submit the quizzes in class the day we discuss the selection.
- 10 % Oral Presentations of Literary Analysis: 2 presentations about authors of your choice (See grading criteria.)
- 30 % Analytical Essays: 3 Essays, each worth 10% of course grade. (See grading criteria listed below.)
- 15 % Final Exam

Grading Criteria for Class Participation:

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.
- Class participation also includes attending and actively participating in all speakers, “lab groups” about cultural issues, and excursions.
- If you have to miss a class for any reason (including illness), you must call the Spanish director Irma Salazar before class at 318-2910. Each unexcused absence will affect your class participation grade. Excused absences include religious holidays and illnesses documented by a doctor’s note.

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

[Return to top](#)

Spanish/Women's Studies 335

Contemporary Latin American Women: Texts and Voices

Prerequisites: SPA 311 (third year Conversation and Composition) or the equivalent, or instructor's permission.

Course Description

The purpose of this course is to learn about the social construction of gender within Mexico and other Latin American countries and to address key issues faced by Latin American women today. You will accomplish these goals by reading and discussing poems, excerpts of important literature, essays, testimonies, interviews, and newspaper articles by and about Latin American women. By studying this wide range of texts while living in Mexico and hearing directly from a wide variety of Latin American women, you will develop an appreciation for the complexity of diversity of Latin American women's experiences.

The writers studied in this course include Rosario Castellanos (Mexico), Gioconda Belli (Nicaragua), Bokhara de Angelica Gorodischer (Argentina), and Angela Hernandez (República Dominicana). However, rather than studying their works just from a literary perspective, you will explore their writings to develop a more profound understanding of key issues facing women of diverse racial, ethnic, and class backgrounds throughout Latin America.

The course will be divided into the following seven units:

1. Identity and gender construction
2. Public and private spheres: social roles and work
3. Interpersonal relations: love and friendship
4. Maternity and family relations
5. Power relations: individual and society
6. Silenced voices
7. Reproductive rights in Mexico

Throughout the course you will expand your Spanish vocabulary, focusing particularly on vocabulary used in the fields of women's studies and gender studies. You will be encouraged to make connections between the required readings for this course and the guest speakers and excursions that are an integral part of your other courses in the semester program.

Primary Text

Criado, Miryam and Jose Manuel Reyes, *Mujeres de hoy: textos, voces e imágenes*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2005.

Course Requirements (100%)

- 20% **Active, punctual** participation in class, including required speakers, lab groups, and excursions, and homework. (See details below.)
- 30% Vocabulary quizzes related to key concepts in each chapter (5% per quiz)
- 15% 3 oral presentations on key topics from chapters 1, 3, and 5 in the text (5% each)
- 15% 3 compositions on key topics from chapters 2, 4, and 6 in the text (5% each)
- 20% Final paper and oral presentation

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.
- Class participation also includes attending and actively participating in all speakers, “lab groups” about cultural issues, and excursions.
- If you have to miss a class for any reason (including illness), you must call the Spanish director Irma Salazar before class at 318-2904. Each unexcused absence will affect your class participation grade. Excused absences include religious holidays and illnesses documented by a doctor’s note.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 337

Mexican Civilizations and Cultures

Prerequisites: SPA 311 or instructor's permission

Augsburg Major/Minor and LAF Graduation Requirements

This course will count towards the **culture** requirement for Spanish majors and minors at Augsburg College. It will also fulfill a **Humanities Liberal Arts Foundation (LAF) requirement**. This Humanities Liberal Arts Foundation (LAF) course will help you explore the range and possibilities of human experience. You will investigate the diversity of human nature and culture, our forms of communication and persuasion, our powers of reason, sympathy, and imagination, our needs as individuals and roles as citizens, and our relationship to the beautiful, the transcendent, and the divine. As the philosopher Martha Nussbaum has written, all Humanities disciplines have something in common: they help you *use reason and imagination to enter broader worlds of cultures, groups, and ideas*. Throughout this course, you will engage in rigorous inquiry into the ways written and spoken language can record, discover, and creatively express the truths of human experience.

Course Description

The purpose of this course is to explore the development and present status of the many indigenous and other cultural groups in Mexico from pre-Colombian times to the present. This course will examine the origins, beliefs, and cultural expressions, the main indigenous groups that formed the great cultures and civilizations of ancient Mexico, as well as the contemporary indigenous groups of modern Mexico. We will also learn about the Spanish conquest and colonization, the consequences of the Conquest, the development of *Mestizaje*, and Spanish influences on diverse cultural groups, as well as the ongoing indigenous cultural influences on diverse cultures within Mexico, including the descendants of Mexican slaves. Primary emphasis will be on contemporary Mexican cultures.

It is important to note that throughout the course we will talk about Mexican civilizations and cultures a plural because Mexico is a large and diverse country that is made up of diverse civilizations and cultures. Therefore, we cannot discuss Mexican culture in the singular form because to do so would be to overlook the complexity of Mexican cultures. Given that the course is taught in Mexico, required readings will be enriched by multiple excursions to ancient indigenous temples, museums, and historical monuments, as well as trips to indigenous villages where we will learn directly from indigenous people regarding their current economic, political, social, and cultural conditions. We will also watch films and attend cultural events to supplement our learning in this course.

Guest speakers and excursions will most likely include:

- A visit to the ancient ceremonial site (“pyramids”) of Teotihuacán
- A tour of the ancient ceremonial site of Xochicalco
- A tour of Diego Rivera murals depicting diverse pre-Colombian cultures in Mexico
- A tour of the Diego Rivera mural depicting the impact of the Conquest on diverse Mexican cultures
- A visit to a former sugar-cane plantation where African slaves worked
- A visit to the National Anthropology Museum in Mexico City
- A visit to the tunnels of the ancient “pyramids” in Cholula and the Catholic church built on top of it
- A tour of the remains of the Aztecs’ “Templo Mayor”
- A tour of the Metropolitan Cathedral of Mexico City, which was built on top of the “Templo Mayor”
- Visits with *Nahua* indigenous leaders in villages near Cuernavaca.
- A talk by a member or supporter of the Zapatista movement.

- Talks with Mexican anthropologists and/or leaders of diverse cultural groups in contemporary Mexico.
- Discussion with a “curandera/o” (natural healer).
- Participation in an indigenous religious ceremony.
- Participation in a “temazcal” or sweat lodge.

Primary Texts

Bonfil Batalla, Guillermo. *México profundo; una civilización negada*. Editoriales Grijalbo, 1987.
 Von Wobeser, Gisela, ed. *Historia de México*. Fondo de Cultural Económica, 2010.

Learning Objectives

By the end of this course you will be able to:

1. Identify the main indigenous groups that existed in pre-Colombian Mexico and articulate key aspects of their cosmovision.
2. Discuss key historical events and other factors that have helped shape the formation of diverse contemporary cultures within Mexico.
3. Articulate several of the multiple consequences of the Spanish conquest and colonization of Mexico and their implications for diverse cultural groups within Mexico.
4. Discuss the formation of *Mestizaje* (mixing of races) in Mexico and the roles that Mexican War of Independence from Spain and the Mexican Revolution played in the formation of *Mestizo* identity.
5. Discuss key issues in the formation of Afro-Mexican identities (and lack thereof) in Mexico.
6. Analyze diverse forms of indigenous resistance to Conquest, colonization, racism, classism, and cultural imposition from the time of the Conquest to the present day.
7. Provide examples of the ways in which pre-Columbian cultures have survived and continue to impact other Mexican cultures.
8. Discuss the current conditions of indigenous, Afro-Mexican, and other cultures in contemporary Mexico.
9. Discuss the relationship between history and culture, identifying some of the ways in which history shapes cultural values, norms, and behaviors and describing the ways in which culture shapes your understanding of history.
10. Analyze the ways in which different historical time periods are portrayed in the visual arts, music, theatre, dance, architecture, literature, and popular cultures of Mexico.
11. Describe the ways written and spoken language can record, discover, and creatively express the truths of human experience.
12. Compare and contrast diverse authors’ perspectives on Mexican history and cultures with those of guest speakers, host families, and others with whom you interact.
13. Critically reflect upon your own cultural perspectives and the ways these influence your understanding of Mexican history and cultures.
14. Express greater appreciation for the complexities of cultures and the ways they are portrayed through oral and written forms.
15. Improve your written and oral expression in the Spanish language.
16. Develop your ability to express your own thesis and arguments effectively in the Spanish language.

Course Requirements (100%)

- 20% Active class participation. Class participation includes punctuality, presence in class, active engagement in class sessions, including guest speakers and excursions, and completion of all required readings and homework assignments on time. (See grading criteria listed below.)
- 20% Two essays analyzing specific topics related to Mexican civilizations and cultures. Each essay is worth 10% of the final course grade.
- 20% Two oral presentations on specific topics related to Mexican civilizations and cultures. Each oral presentation is worth 10% of the final course grade.

- 20% Four short tests. Each test is worth 5% of the final course grade.
- 20% An independent research project that will be shared through an oral presentation on a particular cultural group and/or important cultural issue in contemporary Mexico.

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities.
- Class participation also includes attending and actively participating in all speakers, “lab groups” about cultural issues, and excursions.
- Your class grade will be affected by repeated tardiness and by unexcused absences. An **excused** absence consists of absence due to religious holidays, emergencies, and illness when you have called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of your absence prior to the start of class and later documented it with a doctor’s note. Your class grade will be affected by unexcused absences. An excused absence consists of absence due to religious holidays, emergencies, and illness when the student has called the Universal Spanish director Irma Salazar (318-2904). For any UNEXCUSED absences in your Spanish classes, your grade will be docked regardless of your progress in the course.
- Students are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for Essays

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of grammar
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Augsburg College students must obtain a grade of at least 2.0 to fulfil the foreign language requirement.

[Return to top](#)

Spanish 356

Latin American Literature

Prerequisite: Completion of Spanish 311 or its equivalent.

Course Rationale

Latin America is rich in literature and has produced many famous writers who use literature as an important means of social, political and cultural expression, thus forming part of the movements about which they write. The students who take this course will find that it complements both the theoretical and experiential aspects of the semester program.

Course Description

This course will provide a survey of Latin American literature with special attention given to the 20th century and the relationship between literature and social change. Students will read poetry, short stories, plays, testimonial literature, and one short novel. They will learn about these different genres of literature and how to analyze each of them using literary terminology. They will also learn about Latin American history, politics, human rights, social activism, and gender roles through the lens of fictional and non-fictional characters, including the voices of women writers representing diverse class and ethnic backgrounds.

The instructor will encourage introspection in the analysis of literary texts through class discussions, occasional lectures, and written and oral assignments. In addition to engaging in literary analysis, students will be asked to imagine the context in which the author wrote and the author's thinking at that time. In this manner, the student will be able to understand the literature more clearly, as well as the relationship between language and the socio-political reality represented in the works studied.

*This course counts toward the major or minor in Spanish at Augsburg College.

Learning Objectives

Students will:

- Become familiar with important authors and common themes in contemporary Latin American literature.
- Identify different literary periods and movements in Latin American literature.
- Demonstrate an understanding of the different literary terminology employed in the analysis of different types of narratives, such as poetry, short stories, and plays.
- Use literary terminology in their own analysis of contemporary Latin American literature.
- Articulate a basic understanding of Latin American history, politics, human rights, social activism, and gender roles, as seen through the lens of fictional and non-fictional characters.
- Discuss the social and political impact of Latin American writers in the struggle for social change.
- Improve their written and oral expression in Spanish.
- Expand their Spanish vocabulary.

Course Design

Unit I: Introduction to Latin American Literature

Unit II: Short Stories and Testimonial Literature: A sampling of short stories and testimonial literature about historical events and key themes: land distribution, human rights, political autonomy, women's rights, and the rights of indigenous peoples

Unit III: Poetry: Poems that focus on love, death, beauty, and time

Unit IV: Plays: An exploration of plays as extensions of daily life

Unit V: The Latin American Novel: A sampling of novels of different kinds and lengths

Primary Text

Levine, Esther L. and Constante M. Montross. *Vistas y voces latinas*, 3rd edition. Upper Saddle River, NJ: Prentice Hall, 2001. (www.prenhall.com). ISBN: 0-13-028294-4
Spanish/English dictionary.

Course Requirements (100%)

- 20% Active class participation. Class participation includes punctuality, presence in class, active engagement in class sessions, and completion of all assignments and required readings or listening assignments on time. (See grading criteria listed below.)
- 30% Two formal oral presentations in which the student discusses her or his literary analysis of an assigned text, accompanied by a written outline. Each presentation is worth 15 points.
- 30% Two essays analyzing different required texts. Each essay should be approximately 2-3 pages in length and is worth 15 points.
- 20% A written exam that demonstrates the student's ability to conduct literary analysis.

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrating effort at improving Spanish abilities. Because all Universal classes seek to assist the students in becoming conversational in Spanish, class participation is extremely important.
- Your class grade will be affected by repeated tardiness and by unexcused absences. An **excused** absence consists of absence due to religious holidays, emergencies, and illness when you have called the Universal Spanish director Irma Salazar (318-2904) and asked her to advise the instructor of your absence prior to the start of class and later documented it with a doctor's note. UNEXCUSED absences will affect your grade, regardless of your progress in the course.
- Class participation also includes attending and actively participating in all speakers, "lab groups" about cultural issues, and excursions.
- You are responsible for talking with the instructor about what they missed in class, getting notes or handouts from other students, and for making up any assignments that were completed in class.

Grading Criteria for the Analysis of Literary Texts

- Comprehension and description of a work (main characters, main topic, etc.)
- Deepness and analysis skills (interpretation, key message, significant values, etc.)
- Application of knowledge of literary figures such as rhyme, hyperbole, etc.

Grading Criteria for Essays

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Literary Analysis: Application of literary terminology to the analysis of the literature being discussed
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Literary Analysis: Application of literary terminology to the analysis of the literature being discussed
- Grammar: Correct use of complex forms studied in class
- Oral Expression: Pronunciation, articulation, volume, and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

[Return to top](#)

Spanish 411

Advanced Conversation and Composition

Prerequisite: Completion of Spanish 311 or its equivalent

Course Description

This course is designed for advanced language students who have already completed one conversation and composition course. The goal is for students to increase the facility and correctness of their written and oral expression through conversation, discussions, reports, debates, occasional lectures about writing, written compositions, and grammar review, as necessary. Much class time will be spent on oral presentations and peer review of the written compositions.

Special emphasis will be placed on developing writing skills and writing research papers, as this course fulfills the writing skill graduation requirement at Augsburg College. Students will write and submit at least two drafts/rewrites before completing the final version of each composition. The first draft will be submitted for peer review and discussion in class and the second will be submitted to the instructor.

*This course counts toward the major or minor in Spanish.

Course Learning Goals

- You will write a research paper in Spanish using the MLA format.
- You will review grammar, as necessary.
- Following these goals, the crucial distinction between 311 and 411, which both focus on writing, would be a greater and more sophisticated use of sources plus attention to MLA guidelines in 411.

Required Texts and Other Materials

Valdes, Guadalupe and Trisha Dvorak. *Composicion: Proceso y sintesis, 5th edition*. McGraw Hill, 2007. ISBN-10: 0073513148. ISBN-13: 978-007351340

Modern Language Association. *MLA Handbook for Writers of Research Papers, 7th ed*. Modern Language Association of America, 2009. ISBN 1603290249. *We do NOT have any used copies of this text! Be sure to place your order six weeks in advance!*

*Spanish/English dictionary

* = Highly recommended but not required

Course Requirements (100% = 100 points)

- | | | |
|-----|-------------|--|
| 10% | (10 points) | Active, punctual participation in class, including required speakers, lab groups, and excursions, and homework. (See details below.) |
| 40% | (40 points) | Four formal oral presentations of topics to be determined between the student and the instructor, accompanied by a written outline. Student should not read a written presentation. Each presentation should be approximately 5-10 minutes long and is worth 10 points. |
| 30% | (30 points) | Three compositions on topics to be determined between the student and the instructor. Students will write and submit two drafts/rewrites before completing the final version of each composition. The first draft will be submitted for peer review and discussion in class and the second will be submitted to the instructor. The drafts will not be graded. |

However, final versions of the composition will NOT be accepted without at least two drafts that demonstrate the student's progress. Each composition, which should be 2-3 typed pages in length (500-750 words), is worth 10 points.

- 20% (20 points) Final research paper, using the MLA format for citing sources, accompanied by an outline, list of references, and at least one draft. This paper should be approximately 5 typed pages in length and should involve independent research. The topic will be determined between the student and the instructor.

Students will be given a weekly class schedule complete with assignment deadlines on the first day of class.

Grading Criteria for Class Participation

- Full participation involves speaking only Spanish in class, completing assignments on time, coming to class prepared and on time, participating in all class activities with enthusiasm and interest, collaborating with the instructor and other students (as applicable), and demonstrated effort at improving Spanish abilities.
- Class participation also includes attending and actively participating in all speakers, “lab groups” about cultural issues, and excursions.
- If you have to miss a class for any reason (including illness), you must call the Spanish director Irma Salazar before class at 318-2910. Each unexcused absence will affect your class participation grade. Excused absences include religious holidays and illnesses documented by a doctor’s note.

Grading Criteria for Compositions

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- At least two Drafts: Demonstration of clear improvement from first two drafts

Final versions of compositions will NOT be accepted without at least two drafts demonstrating revisions.

Grading Criteria for Oral Presentations

- Structure: Introduction; organization, sequence, and development of ideas; and conclusion
- Content: Clarity and complexity of ideas
- Grammar: Correct use of complex forms studied in class
- Style: Effective use of appropriate style for given assignment (description, narration, argumentation, or exposition)
- Oral Expression: Pronunciation; articulation; volume; and tone
- Written Outline: Organization of ideas and main points

Oral presentations are not considered complete (and will be graded down significantly) if they are not accompanied by an outline.

Note to Augsburg students: You must prepare a portfolio of all your work from this course and present it to your advisor upon return to Augsburg. The portfolio should include:

1. Oral Presentations (At least four)
 - a. An outline of each of your oral presentations
 - b. A written evaluation of each oral presentation by the course instructor (with the grade)
2. Compositions (At least three)
 - a. Final compositions, accompanied by two drafts/rewrites per composition
 - b. An evaluation of each final composition by the course instructor (with the grade)
3. Final Research Paper
 - a. Final research paper, accompanied by outline, list of references, and at least one draft
 - b. An evaluation of each final composition by the course instructor (with the grade)
4. Any other documents that demonstrate your achievement of the course objectives.